DOCUMENT RESUME

ED 423 560 CS 509 904

TITLE	Competent Communicators: K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements.
INSTITUTION	National Communication Association, Annandale, VA.
ISBN	ISBN-0-944811-26-4
PUB DATE	1998-00-00
NOTE	71p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Standards; Audience Awareness; *Communication Skills; Elementary Secondary Education; *Listening Skills; Mass Media Use; *Speech Communication
IDENTIFIERS	Communication Behavior; *Media Literacy

ABSTRACT

In response to the need for intentional, organized education in speaking, listening, and media literacy, the National Communication Association provides the Standards and Competency Statements in this document. The Standards and Competency Statements are not designed to be used as a curriculum; rather, they are designed to enhance and support curriculum. The Competency Statements under each of the 20 Standards are categorized according to three dimensions of communication competence: knowledge, behaviors, and attitudes. Within each of those three dimensions, the Competency Statements are grouped according to content and, when appropriate, increasing levels of difficulty. Some of the 20 Standards are: competent communicators demonstrate knowledge and understanding of the relationships among the components of the communication process and the influence of the individual, relationship, and situation on communication; competent communicators demonstrate the ability to demonstrate sensitivity to diversity when communicating; competent speakers demonstrate knowledge and understanding of the speaking process, and the ability to adapt communication strategies appropriately and effectively according to the needs of the situation and setting; competent listeners demonstrate knowledge and understanding of the listening process, and the ability to use appropriate and effective listening skills for a given communication situation and setting; and media literate communicators demonstrate knowledge and understanding of the ways people use media in their personal and public lives, and the ability to use media to communicate to specific audiences. Supplemental information includes the process for developing the standards and competency statements. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 423 560

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

COMPETENT COMMUNICATORS

K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

A-NADJAR

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

NCA

NATIONAL COMMUNICATION ASSOCIATION

CS509904

COMPETENT COMMUNICATORS:

K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements

"Excellence extends from learning, and learning is borne of communication."

Published By

National Communication Association

THE SPEAKING, LISTENING, AND MEDIA LITERACY STANDARDS AND COMPETENCY STATEMENTS FOR K-12 EDUCATION

Introduction	**1-2**
The 20 Standards	**3**
Fundamentals of Effective Communication, Standards and Competencies 1-8	**4-11**
Speaking Standards and Competencies 9-12	**12-15**
Listening Standards and Competencies 13-15	**16-18**
Media Literacy Standards and Competencies 16-20	**19-23**
Supplemental Information	**24-30**

Copyright © 1998 by the National Communication Association; all rights reserved.

Portions of material in this publication may be copied and quoted without further permission with the understanding that an appropriate citation of the source of the excerpt will be included in such copying. A limited number of copies of portions of material in this publication may be made for scholarly or classroom use. A copy of this statement serves as the National Communication Association's official permission for using material for scholarly or educational purposes under the above conditions.

National Communication Association
5105 Backlick Rd Bldg #E
Annandale VA 22003

703-750-0533

National Communication Association Standards and Competencies Project

Project Chair
Pamela Cooper

NCA Staff
Sherwyn Morreale, Project Director
Carolyn Perry, Project Assistant

On-Site Meeting Facilitator
Sharon Ratliffe

On-Site Competencies Revision Committee
Melissa Beall
Mary Bozik
Carolyn Coakley-Hickerson
Melbourne Cummings
Arlie Daniel
John Heineman
Shirlee Levin
Lyndrey Niles
Judy Pearson
Richard Wright

Reviewers
Robert Bostrom
Karen Carter
Kathleen Galvin
Michael Moore
Brian Spitzberg
Andrew Wolvin
David Zarefsky

Standards Revision Team
Melissa Beall
Mary Bozik
William Christ
Arlie Daniel
John Heineman
Richard Wright

K-12 Teachers
Celia Blotkamp
Debbie Crooks
Beth Dietzen
Rosemary Dillon
Lisa Green
Michael Karpicus
Viola Wilson

Competencies Development Committee
Dale Cyphert
Ray Fenton
Norma Flores
Alyce Grover
Elaine Lanz
Terry Nance
Robert Neulieb
Virginia O'Keefe
Louise Pierson
Richard Quianthy
Diane Ritzdorf
Mary Donna Ross
Sue Strohkirch
David Wendt
Diana Wynn

Media Literacy Task Force
William Christ, chair
Amy Aidman
James Anderson
Kaye Babcock
Gretchen Barbatsis
Douglas Birkhead
Jennings Bryant
Christy Clark
Mary Beth Clark
Caren Deming
Jessica Dickey
Karen Duffy-Webster
Kristen Franks
Margaret Haefner
Renee Hobbs
Carol Koehler
Robert Kubey
Lyn Lacey
Mary Larson
Rebecca Lind
Mary Beth Oliver
Norma Pecora
W. James Potter
Ellen Wartella
Pat Yazzie-Olsen

This project was developed under the direction of members of NCA's Educational Policy Board: Jim Applegate, Mary Bozik, Deborah Hefferin, Judy Pearson, Morris Snively, Richard West, Andrew Wolvin.

The National Communication Association and the developers of this project are indebted to: (1) Roy Berko and the developers of NCA's original K-12 standards document, whose prior work was used in the creation of this document, and (2) other associations, such as the International Listening Association, whose resources informed this present work.

Cover quote by Brian Spitzberg., Ph.D., University of Southern California.

INTRODUCTION

COMPETENT COMMUNICATORS:
K-12 Speaking, Listening, and Media Literacy Standards and Competencies

WHAT IS COMMUNICATION?

The field of communication focuses on how people use messages to generate meaning within and across various contexts, cultures, channels, and media. The subject matter of communication studies is drawn from both classical traditions and contemporary research. Teachers in the field of communication promote the effective and ethical practice of human communication.

WHAT ARE SPEAKING, LISTENING, AND MEDIA LITERACY?

Speaking, listening, and media literacy are three of the elements of communication. Each of these elements has distinguishing characteristics.

Speaking: Speaking is the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language. Whether in daily informal interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt to their listeners.

Listening: Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. People call on different listening skills depending on whether their goal is to comprehend information, critique and evaluate a message, show empathy for the feelings expressed by others, or appreciate a performance.

Media literacy: Media literacy is recognized as a fundamental competency for literate citizens. A media literate person understands how words, images, and sounds influence the way meanings are created and shared in contemporary society in ways that are both subtle and profound. A media literate person is equipped to assign value, worth, and meaning to media use and media messages.

WHY STUDY COMMUNICATION?

Understanding and skill in communication must be a vital part of K though 12 education. There is growing awareness of the relationship between student success in grades K through 12 and competent communication skills. Communication shapes our sense of self and the way we interact with our environment, from gathering and presenting information to managing conflict. Talking, hearing, and seeing are, for most people, natural physiological processes. By contrast, speaking, listening, and media literacy are learned. It is a mistake to assume that because students can talk and hear and see when they enter school, they require no systematic instruction in understanding and using communication skills. Students should no more be deprived of intentional, organized education in speaking, listening, and media literacy than they are deprived of instruction in reading, writing, mathematics, or science. In response to that need for communication instruction, the National Communication Association (NCA) provides the Standards and Competency Statements in this document.

PURPOSE OF THE NCA K-12 STANDARDS AND COMPETENCIES DOCUMENT

The Standards and Competency Statements are not designed to be used as a curriculum; rather, they are designed to enhance and support curriculum. It is not the intention of NCA to dictate what should be taught in any classroom. The Competency Statements are intended to provide direction for those teaching communication in K-12 education. A forthcoming NCA publication of curricular teaching activities will be increase the usefulness of this document to K-12 teachers. Discussion of the process used to create the document and other issues appears in a supplement at the end of the document.

THE CONCEPTUAL STRUCTURE OF THE COMPETENCY STATEMENTS

The Competency Statements under each Standard are categorized according to three dimensions of communication competence; that is, knowledge, behaviors, and attitudes (see discussion on page 28). Within each of those three dimensions, the **Competency Statements are grouped according to content** and, when appropriate, in **increasing levels of difficulty** as indicated from the verbs drawn from Bloom's taxonomy (see page 27). Whenever possible, the Competency Statements are **conceptually linked across knowledge, attitudes, and behaviors. However, the linking across competencies should not be interpreted as an absolute one on one relationship, all of the time.**

STANDARDS FOR SPEAKING, LISTENING, AND MEDIA LITERACY IN K-12 EDUCATION

Fundamentals of Effective Communication

Competent communicators demonstrate knowledge and understanding of . . .

1. the relationships among the components of the communication process.
2. the influence of the individual, relationship, and situation on communication.
3. the role of communication in the development and maintenance of personal relationships.
4. the role of communication in creating meaning, influencing thought, and making decisions.

Competent communicators demonstrate the ability to . . .

5. demonstrate sensitivity to diversity when communicating.
6. enhance relationships and resolve conflict using appropriate and effective communication strategies.
7. evaluate communication styles, strategies, and content based on their aesthetic and functional worth.
8. show sensitivity to the ethical issues associated with communication in a democratic society.

Speaking

Competent speakers demonstrate . . .

9. knowledge and understanding of the speaking process.
10. the ability to adapt communication strategies appropriately and effectively according to the needs of the situation and setting.
11. the ability to use language that clarifies, persuades, and/or inspires while respecting differences in listeners' backgrounds.
12. the ability to manage or overcome communication anxiety.

Listening

Competent listeners demonstrate . . .

13. knowledge and understanding of the listening process.
14. the ability to use appropriate and effective listening skills for a given communication situation and setting.
15. the ability to identify and manage barriers to listening.

Media Literacy

Media literate communicators demonstrate . . .

16. knowledge and understanding of the ways people use media in their personal and public lives.
17. knowledge and understanding of the complex relationships among audiences and media content.
18. knowledge and understanding that media content is produced within social and cultural contexts.
19. knowledge and understanding of the commercial nature of media.
20. the ability to use media to communicate to specific audiences.

Fundamentals of Effective Communication

Standard 1
Competent communicators demonstrate knowledge and understanding of the relationships among the components of the communication process.

Competent communicators . . .

Knowledge		*Behaviors*		*Attitude*	
1-1	identify and describe the components of the communication process (speaker, listener, message, medium, feedback, and noise).				
1-2	explain how the components of a communication model affect the communication process.			1-12	appreciate the dynamic and complex nature of the communication process.
1-3	identify the relationship between nonverbal and verbal communication.	1-11	use vocal qualities (pitch, rate, tone, volume, etc.), words, and nonverbal cues to create and interpret meaning.		
1-4	identify sources of interferences.				
1-5	identify situational and social factors that influence communication.				
1-6	explain how communication is a shared process between speaker and listener.				
1-7	explain the role of feedback.				
1-8	explain the difference between the oral and written communication process.				
1-9	identify different purposes for communicating.				
1-10	distinguish between different purposes for communicating.				

Fundamentals of Effective Communication

Standard 2
Competent communicators demonstrate knowledge and understanding of the influence of the individual, relationship, and situation on communication

Competent communicators . . .

Knowledge		*Behaviors*		*Attitude*	
2-1	describe their shifting roles in a variety of communication interactions.				
2-2	describe the influence of the individual on communication.	2-7	use their experiences and knowledge to interpret messages.	2-14	respect the diversity of communication strategies used by individuals.
2-3	describe the influence of relationships on communication.				
2-4	describe the influence of context on communication.	2-8	use contextual factors to modify communication.		
		2-9	demonstrate ability to construct different messages that communicate the "same" meaning to different people.		
2-5	analyze factors that influence communication choices.	2-10	monitor the communication behavior of self and others.		
2-6	select strategies appropriate to a communication situation.	2-11	apply appropriate and effective communication strategies appropriate for the situation.	2-15	accept responsibility to change communication strategies when communication is not appropriate or effective.
		2-12	adapt communication behavior to changing situations.		
		2-13	use appropriate and effective communication strategies for a given context.		

Fundamentals of Effective Communication

Standard 3
Competent communicators demonstrate knowledge and understanding of the role of communication in the development and maintenance of personal relationships.

Competent communicators . . .

Knowledge		*Behaviors*		*Attitude*	
3-1	describe the role of communication in relationships.			3-16	appreciate the importance of communication in the development and maintenance of relationships.
3-2	describe the factors influencing social interactions.	3-9	use social conventions to maintain a conversation.		
3-3	describe the role of self-concept in relationships.	3-10	use language that contributes to positive relationships.		
3-4	describe the role of self-disclosure in relationships.				
3-5	recognize the importance of diverse individual perceptions in interpersonal relationships.	3-11	use communication strategies that avoid creating defensiveness.		
3-6	describe the role of trust in relationships.	3-12	use communication to enhance relationships.	3-17	show willingness to learn the social customs of other groups.
3-7	describe the role of conflict in relationships.	3-13	use conflict management strategies in relationships.	3-18	appreciate the possible positive impact of conflict on relationships.
3-8	describe the role of constructive criticism in interpersonal relationships.	3-14	offer constructive criticism.		
		3-15	respond to constructive criticism as a positive aspect of interpersonal communication.		

Fundamentals of Effective Communication

Standard 4
Competent communicators demonstrate knowledge and understanding of the role of communication in creating meaning, influencing thought, and making decisions.

Competent communicators . . .

Knowledge		*Behaviors*		*Attitude*	
4-1	recognize the power of language.	4-16	use culturally sensitive language.		
		4-17	use language that is sensitive to individual differences.		
4-2	explain the difference between denotation and connotation.				
4-3	explain the content and relational meanings of messages.				
4-4	distinguish between facts and opinions.				
4-5	recognize that inferences and assumptions are based on limited information.				
4-6	interpret the emotional meaning of a message.	4-18	respond appropriately and effectively to the emotional meanings of messages.		
4-7	recognize contradictions between verbal and nonverbal messages.	4-19	use alternative strategies when communication is inappropriate or ineffective.		
4-8	distinguish between stated and implied meanings of a message.				
4-9	distinguish among different purposes of messages.				
4-10	distinguish between literal and figurative meanings of messages.				
4-11	explain how communication can lead to shared meaning.			4-20	show willingness to engage in communication to generate ideas.
4-12	explain how individual and social experiences affect the creation and understanding of messages.			4-21	appreciate how the same message may be interpreted differently by others.
4-13	explain how communication influences perceptions.				
4-14	explain how conversations affect a communicator's views on specific issues.				
4-15	recognize the role of communication in life situations (e.g., politics, advertising, and family).				

Fundamentals of Effective Communication

Standard 5
Competent communicators demonstrate sensitivity to diversity when communicating.

Competent communicators . . .

Knowledge		*Behaviors*		*Attitude*	
5-1	explain the concepts of individual, social, and cultural diversity.	5-10	use and create messages that are culturally inclusive.		
5-2	recognize the effects of diversity on communication.			5-15	appreciate diversity in society and its effects on communication.
5-3	identify strategies for analyzing audiences.	5-11	use information about audience members to create and deliver messages.		
5-4	identify strategies appropriate for communicating with various audiences.	5-12	use identified strategies to communicate in an appropriate and effective manner with an audience.		
5-5	recognize divergent perspectives.	5-13	recognize and respond to cultural and social differences within an audience.	5-16	show willingness to communicate with others who have divergent opinions.
				5-17	respect the diversity of opinions held by audience members.
5-6	distinguish between supportive and unsupportive audiences.			5-18	accept responsibility for strategies used to communicate with an unsupportive audience.
5-7	select the most appropriate and effective medium for communicating.				
5-8	organize messages so that most listeners can understand.	5-14	make adjustments during a presentation to promote understanding.		
5-9	assess divergent perspectives.				

Fundamentals of Effective Communication

Standard 6
Competent communicators demonstrate the ability to enhance relationships and resolve conflict using appropriate and effective communication strategies.

Competent communicators . . .

Knowledge		*Behaviors*		*Attitude*	
6-1	determine when others do not understand.	6-9	seek, offer, and respond to information to promote understanding.	6-23	appreciate the ways in which conflict can enhance relationships.
6-2	identify language that may enhance relationships.	6-10	use appropriate language to express conflicts in ways that enhance relationships.	6-24	show willingness to solve conflicts in ways that enhance relationships.
6-3	identify language that may lead to conflict.				
6-4	distinguish between descriptive and evaluative language.	6-11	use appropriate language to respond to others' feelings.		
6-5	acknowledge effects of social and cultural diversity on conflict.	6-12	demonstrate ability to communicate to understand social and cultural differences.	6-25	show willingness to find strategies to overcome social and cultural barriers.
6-6	recognize socially acceptable standards for communication behavior.	6-13	collaborate to solve conflicts.	6-26	appreciate the role of conflict resolution in maintaining relationships.
		6-14	demonstrate use of appropriate and effective conflict management skills.		
		6-15	demonstrate open-minded and empathic listening behaviors.		
6-7	describe various problem-solving strategies.	6-16	use a problem-solving sequence to make decisions.	6-27	show willingness to engage in problem-solving strategies.
6-8	select relevant and adequate evidence to support arguments.	6-17	demonstrate ability to build and maintain constructive relationships.		
		6-18	demonstrate ability to control their emotions when faced with negative criticism.	6-28	respect the divergent opinions of others.
		6-19	demonstrate assertiveness when appropriate.		
		6-20	demonstrate ability to use appropriate self-disclosure to enhance relationships.		
		6-21	demonstrate ability to encourage others when appropriate to disclose information.		
		6-22	demonstrate use of appropriate and effective negotiation skills.		

Fundamentals of Effective Communication

Standard 7
Competent communicators demonstrate the ability to evaluate communication styles, strategies, and content based on their aesthetic and functional worth.

Competent communicators . . .

Knowledge		*Behaviors*		*Attitude*	
7-1	define aesthetics.				
7-2	define functions of communication (informing, influencing, relating, imagining, appreciating, ritualizing).	7-8	apply criteria to evaluate events based on function.	7-10	show willingness to apply a variety of criteria in evaluating an aesthetic event.
7-3	describe conversational styles.	7-9	adapt conversational styles to various contexts.	7-11	appreciate various conversational styles.
7-4	identify criteria for selecting materials and texts for a given communication situation.				
7-5	identify criteria (e.g., topic, context, goals) for evaluating the function and aesthetics of communication strategies.			7-12	respect the creative expression of others.
				7-13	respect the right of others to differ in their evaluation of an aesthetic event.
7-6	select strategies to use in a given communication situation according to their functional and aesthetic worth.				
7-7	evaluate the short- and long-term effects of various communication strategies.				

Fundamentals of Effective Communication

Standard 8
Competent communicators demonstrate the ability to show sensitivity to the ethical issues associated with communication in a democratic society.

Competent communicators . . .

Knowledge		*Behaviors*		*Attitude*	
8-1	explain the importance of freedom of speech in a democratic society.			8-20	appreciate the freedom to express diverse views in a democratic society.
8-2	define ethical communication.	8-11	apply ethical standards in all communication situations.		
8-3	explain the importance of ethical communication.			8-21	show willingness to defend the freedom of speech of self and others.
8-4	recognize the role of ethics in communication.				
8-5	select language that is respectful of others.	8-12	modify their own messages to remove stereotypical and prejudicial language.	8-22	accept responsibility for their own communication behaviors.
8-6	select inclusive language in addressing others.				
8-7	select language that clarifies rather than obscures.	8-13	compose messages that accurately reflect the original intent and content of the message.	8-23	appreciate the importance of being open to the divergent views of others.
		8-14	interpret messages to accurately reflect the intent and content of the message.		
8-8	recognize their ethical responsibility to challenge harmful stereotypical or prejudicial communication.	8-15	interpret the behaviors of others without making stereotypical or prejudicial judgments.	8-24	show willingness to see beyond stereotypes to seek individual worth.
				8-25	appreciate the integrity and uniqueness of communication among diverse social and cultural groups.
				8-26	advocate responsible communication.
8-9	select only information believed to be accurate.	8-16	interpret the accuracy and relevance of material to be quoted.	8-27	show willingness to take a public stand on issues.
		8-17	cite sources of evidence.		
		8-18	use qualifiers to indicate a lack of accuracy.		
8-10	analyze the effects of their communication choices on others.	8-19	communicate in a manner that respects the rights of others.	8-28	show willingness to challenge the unethical communication choices of others.

Speaking

Standard 9
Competent speakers demonstrate knowledge and understanding of the speaking process.

Competent speakers . . .

Knowledge		*Behaviors*		*Attitude*
9-1	describe the components of the speaking process.			
9-2	describe factors to consider when analyzing an audience (e.g., interests, age, etc.).	9-6	use audience analysis to adapt a message and communication behaviors.	
9-3	identify the criteria used to evaluate the qualities of appropriate and effective communication in a variety of contexts.	9-7	apply criteria to evaluate interpersonal, small group, and public communication.	
9-4	identify how communication context influences choice of communication strategies.			
9-5	assess how feedback affects the speaker and the message.	9-8	use feedback to change communication and enhance interactions.	
		9-9	use feedback to alter communication goals.	

Speaking

Standard 10
Competent speakers demonstrate the ability to adapt communication strategies appropriately and effectively according to the needs of the situation and setting.

Competent speakers . . .

Knowledge		*Behaviors*		*Attitude*	
10-1	identify strategies for appropriate and effective personal communication.	10-16	use verbal and nonverbal techniques to enhance a message.		
10-2	identify personal communication goals.				
10-3	explain the importance of adapting communication to the situation and setting.	10-17	adapt language to specific audiences and settings.	10-27	appreciate language and cultural diversity.
10-4	explain the role of self-disclosure in interpersonal relationships.				
10-5	identify successful interviewing techniques.	10-18	demonstrate successful interviewing techniques.		
10-6	identify strategies for appropriate and effective small group communication.	10-19	use communication strategies to achieve the major functions of a group.		
10-7	identify problem-solving strategies.	10-20	demonstrate both task and social communicative behaviors in a small group.		
10-8	identify group roles.				
10-9	identify group norms	10-21	participate appropriately and effectively in a problem-solving group discussion.		
10-10	identify strategies for appropriate and effective public communication.	10-22	communicate and defend a point of view.		
10-11	organize a message appropriately and effectively.				
10-12	develop an appropriate and effective introduction, body, and conclusion for a speech.	10-23	demonstrate ability to present an appropriate and effective introduction, body, and conclusion in a speech.		
10-13	choose and narrow a speech topic for a specific occasion.				
10-14	select appropriate and effective supporting material based on topic, audience, occasion, and purpose.	10-24	use credible sources for support.		
10-15	modify a message to fit the audience.	10-25	use a method of delivery appropriate to the situation.		
		10-26	use feedback to improve future speeches.	10-28	appreciate receiving feedback from others.

Speaking

Standard 11

Competent speakers demonstrate the ability to use language that clarifies, persuades, and/or inspires while respecting differences in listeners' backgrounds (race, ethnicity, age, etc.).

Competent speakers . . .

Knowledge		*Behaviors*		*Attitude*	
11-1	recognize that language use should be sensitive to listeners' backgrounds.	11-5	use language that demonstrates sensitivity to cultural and individual differences.	11-11	appreciate the importance of respecting individual differences.
11-2	select language appropriate to the occasion, purpose, audience, and context.	11-6	adapt language use to the audience.	11-12	appreciate the power of language.
		11-7	use humor and playful language appropriately.		
11-3	describe how language clarifies meaning and organization.	11-8	communicate ideas clearly and concisely.		
		11-9	use vivid language that appeals to the senses.		
11-4	evaluate the effect of articulation, pronunciation, and grammar on an audience.	11-10	use feedback to modify language choices.		

Speaking

Standard 12
Competent speakers demonstrate the ability to manage or overcome communication anxiety.

Competent speakers . . .

Knowledge		*Behaviors*		*Attitude*	
12-1	recognize that anxiety is a normal response to many communication situations.	12-5	demonstrate ability to appear confident while speaking.		
12-2	describe physiological and psychological reactions to anxiety.				
12-3	describe the individual and social factors that may lead to communication anxiety.			12-8	show tolerance for speakers who appear nervous.
12-4	describe strategies to help minimize and/or manage communication anxiety.	12-6	use strategies that can help alleviate communication anxiety.	12-9	show willingness to find ways to control communication anxiety.
		12-7	participate in various communication situations previously avoided.		

36

Listening

Standard 13
Competent listeners demonstrate knowledge and understanding of the listening process.

Competent listeners . . .

Knowledge		*Behaviors*		*Attitude*	
13-1	identify the components of the listening process.			13-25	appreciate the importance of listening.
13-2	explain the relationships among the components of receiving, interpreting, and responding.			13-26	show willingness to listen.
13-3	recognize the effects of seeing and hearing on listening.			13-27	accept responsibility for hearing a message and looking at the speaker.
13-4	distinguish between hearing and listening.				
13-5	recognize the effects of attention on listening.	13-20	demonstrate ability to focus attention on a speaker's message.	13-28	accept responsibility for focusing attention on a message.
13-6	describe the process of decoding messages.				
13-7	recognize the effects of semantic variables on listening.				
13-8	describe response styles.				
13-9	explain the role of feedback in communication.	13-21	offer appropriate and effective feedback.		
13-10	recognize the effects of context on listening.	13-22	adapt listening behaviors to accommodate the listening situation.	13-29	advocate contexts conducive to appropriate and effective listening.
13-11	recognize the effect of memory on listening.	13-23	practice appropriate and effective memory storage and retrieval strategies.		
13-12	recognize the influence of perspective on listening.				
13-13	distinguish among communicators' perspectives.				
13-14	recognize the shared responsibilities of speakers and listeners.			13-30	accept shared responsibility for successful communication.
13-15	distinguish between passive and active listening.	13-24	practice active listening.	13-31	accept responsibility for actively listening to a message.
13-16	identify listening purposes.				
13-17	assess variations in speakers' and listeners' purposes for communicating.				
13-18	assess differences in speakers' and listeners' meanings for words.				
13-19	predict problems resulting from variations in speakers' and listeners' purposes for communicating.				

Listening

Standard 14
Competent listeners demonstrate ability to use appropriate and effective listening skills for a given communication situation and setting.

Competent listeners . . .

Knowledge		*Behaviors*		*Attitude*	
14-1	recognize the sequences of components involved in the listening process.				
14-2	recognize various types and purposes of listening.	14-11	adapt purposes for listening with the speaker's purpose for speaking.	14-18	accept responsibility to improve comprehensive, critical, empathic, and appreciative listening skills.
14-3	recognize skills unique to each listening type and purpose.	14-12	apply skills appropriate to each type and purpose for listening.		
14-4	recognize the listener's role and responsibility in a communication situation.	14-13	use and respond to turn-taking signals during a communication interaction.	14-19	show willingness to accept listening roles and responsibilities in various communication situations.
14-5	select appropriate and effective listening responses across a variety of communication situations.	14-14	demonstrate attentiveness though verbal and nonverbal behaviors.		
14-6	recognize responses to messages as evidence of engaging or having engaged in the listening process.	14-15	seek understanding of a message by engaging in questioning, perception-checking, summarizing, and paraphrasing.		
		14-16	practice empathic listening skills.		
14-7	recognize silence as a form of communication.			14-20	respect a speaker's right to choose to be silent.
14-8	distinguish among various reasons for a speaker's silence.				
14-9	recognize that listening for appreciation is highly personal.				
14-10	evaluate their own listening behavior.	14-17	monitor their own listening behavior.	14-21	respect the right of others to have opposing viewpoints.

Listening

Standard 15
Competent listeners demonstrate ability to identify and manage barriers to listening.

Competent listeners . . .

Knowledge		*Behaviors*		*Attitude*	
15-1	recognize listening barriers in communication situations.	15-13	demonstrate ability to manage internal and external distractions.	15-14	accept responsibility for managing internal and external barriers to listening.
15-2	recognize the relationship between listening behaviors and self-esteem.			15-15	show willingness to validate others by listening to them.
15-3	recognize the effects of biases on listening.				
15-4	recognize the effects of close-mindedness on listening.				
15-5	recognize the effects of preconceived attitudes on listening.				
15-6	recognize the effects of indifference on listening.				
15-7	recognize the effects of emotional involvement on listening.				
15-8	recognize the effects of self-absorption on listening.				
15-9	recognize the effects of impatience on listening.				
15-10	recognize the effects of physical conditions on listening.				
15-11	recognize the effects of mental state on listening.				
15-12	recognize the effects of receiver apprehension on listening.				

Media Literacy

Standard 16
Media literate communicators demonstrate knowledge and understanding of the ways people use media in their personal and public lives.

Media literate communicators...

Knowledge		*Behaviors*		*Attitude*	
16-1	recognize the centrality of communication in human endeavors.	16-8	access information in a variety of media forms.		
16-2	recognize the importance of communication for educational practices.				
16-3	recognize the roles of culture and language in media practices.				
16-4	identify personal and public media practices.	16-9	illustrate how people use media in their personal and public lives.		
16-5	identify personal and public media content, forms, and products.				
16-6	analyze the historical and current ways in which media affect people's personal and public lives.				
16-7	analyze media ethical issues.			16-10	are motivated to evaluate media and communication practices in terms of basic social values such as freedom, responsibility, privacy and public standards of decency.

Media Literacy

Standard 17
Media literate communicators demonstrate knowledge and understanding of the complex relationships among audiences and media content.

Media literate communicators...

Knowledge		*Behaviors*		*Attitude*	
17-1	identify media forms, content, and products.	17-7	create standards to evaluate media content, forms, and products.		
17-2	recognize that media are open to multiple interpretations.				
17-3	explain how audience members interpret meanings.	17-8	illustrate how media content, forms, and audience interpretations are linked to viewing practices.	17-9	are motivated to recognize the complex relationships among media content, forms, and audience practices.
17-4	describe how media practitioners determine the nature of audiences.				
17-5	explain how media socialize people.				
17-6	evaluate ideas and images in media with possible individual, social and cultural consequences.				

43

Media Literacy

Standard 18
Media literate communicators demonstrate knowledge and understanding that media content is produced within social and cultural contexts.

Media literate communicators...

Knowledge		*Behaviors*		*Attitude*	
18-1	identify the production contexts of media content and products.				
18-2	identify the social and cultural constraints on the production of media.	18-5	demonstrate how media content and products are produced within social and cultural contexts.		
18-3	identify the social and cultural agencies that regulate media content and products.	18-6	demonstrate how social and cultural regulations affect media content and products.	18-7	are motivated to examine the relationships among media content and products and the larger social and cultural contexts of their production.
18-4	evaluate the ideas and aesthetics in media content and products.				

Media Literacy

Standard 19
Media literate communicators demonstrate knowledge and understanding of the commercial nature of media.

Media literate communicators . . .

Knowledge		*Behaviors*		*Attitude*	
19-1	explain how media organizations operate.	19-4	demonstrate the relationships between media organizations and media distribution practices.	19-5	are motivated to analyze the historical and current ways in which media organizations operate in relationship to democratic processes.
19-2	identify the social and cultural agencies that regulate media organizations.				
19-3	compare media organizations to other social and cultural organizations.				

Media Literacy

Standard 20
Media literate communicators demonstrate ability to use media to communicate to specific audiences.

Media literate communicators . . .

Knowledge		*Behaviors*		*Attitude*	
20-1	identify suitable media to communicate for specific purposes and outcomes.	20-6	practice multiple approaches to developing and presenting ideas.		
20-2	identify the roles and responsibilities of media production teams.	20-7	structure media messages to be presented in various media forms.		
20-3	analyze their media work for technical and aesthetic strengths and weaknesses.				
20-4	recognize that their media work has individual, social, and ethical consequences.	20-8	assume accountability for the individual, social, and ethical outcomes of their work.	20-9	are motivated to appreciate how their media literacy work enhances self-expression, education, and career opportunities.
20-5	reflect upon how their media literacy work relates to events outside of school learning.				

SUPPLEMENTAL INFORMATION

Many users of this document may find it helpful to read the supplemental information provided in this section. This section includes:

- A background description of the circumstances under which the standards project began.
- A summary of the processes used to develop the Standards and Competency Statements.
- Criteria used to develop and evaluate the Competency Statements.
- Verbs from Bloom's Taxonomy used in the Competency Statements.
- A discussion of issues that emerged as important while developing the Competency Statements.

Background

In 1983, the National Commission on Excellence in Education published *A Nation at Risk*, criticizing educators for the quality of their work. President George Bush met with the nation's governors at an Education Summit and commissioned the National Education Goals Panel. The panel set forth six broad targets for educational improvements that became known as *Goals 2000*. The national education reform legislation, *Goals 2000: Educate America Act*, proposed the development of standards in a number of subject areas, including communication (US Department of Labor, 1991). As a result, communication has a very real presence in education reform efforts, as illustrated in Objective 5 of the original Goal 5 of the Goals 2000 program:

> Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skill necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
>
> Objective 5: The proportion of college graduates who demonstrate an advanced ability to think critically, *communicate effectively*, and solve problems will increase substantially. (National Education Goals Panel, 1992, p. 16)

The Process for Developing the Standards

The development of standards in the language arts began in the summer of 1992 when the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Center for the Study of Reading at the University of Illinois initiated the Standards Project for English Language Arts. In 1996, NCA, its management staff and members, developed and published *Speaking, Listening, and Media Literacy Standards for K-12 Education*. The Standards were distributed by mail to state and local school districts and teacher education institutions across the country. As a result,

many school districts now had materials to support mandates for the inclusion of communication education in regional and state standards programs. Many school systems began a review of the communication skills already addressed in their programs.

The Process for Developing the Competency Statements

The development of the Standards completed the first step of the proposed project. Once the Standards were completed, the second phase—development of Competency Statements for the Standards—was undertaken. NCA had two goals for the new competency statements: the Competency Statements must be useful to K-12 teachers, and they must be grounded in the literature of the communication discipline. Therefore, included on the task force were communication subject matter experts as well as K-12 language arts and English teachers whose purpose was to give feedback from a teacher's perspective.

Existing NCA publications that addressed K-12 communication skills and knowledge were used to compile a preliminary list of Standards-based Competency Statements. Theses publications were *NCA Guidelines: Essential Speaking and Listening Skills for Elementary School Students (6th Grade Level)* (1982), *NCA Guidelines: Speaking and Listening Competencies for High School Graduates* (1987), *Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade* (1991), *K-12 Oral Communication Teacher Training Workshop Manual, (Volumes 1-5)* (1992), *K-12 Curriculum Guidelines* (1994), and *Speaking and Listening Competencies* (1994). Individual contributions from NCA members who had generated benchmarks or competency statements for one or more of the Standards were added to the list, and a matrix of the Competency Statements was developed to link each statement to one or more of the K-12 Standards.

While the matrix was being compiled, a development task force was formed and charged with the goal of developing a final document containing competency statements to enhance the value of the standards for teachers. The first task confronted by the development task force was to articulate a set of criteria (see page 26) for the Competency Statements—what would a good competency look like and be like?"

The criteria and matrix of Competency Statements were distributed to the task force. Two reviews of the draft document occurred before a group of subject matter specialists, K-12 teachers, and communication education experts was assembled to work as a face-to-face team. That team finalized the set of Standards-based Competency Statements. NCA's Legislative Council and Education Policies Board approved the document and a request from the on-site team to revise the 1996 Standards and re-align the Competency Statements in the approved document with the new Standards. The Standards were revised, the Competency Statements re-aligned and in some cases revised, and the latest version, with the approval of the NCA Educational Policies Board, appears in this document.

Criteria Used to Develop the Competency Statements

The criteria used to develop and refine the Competency Statements state that the Competency Statements will:

- be grounded in the communication discipline;
- focus on academic performance but also extend to and be relevant to communication in the home, at work, and in social interactions;
- combine pertinent knowledge, appropriate skills, and attitudes without pursuing one at the expense of the other;
- be specific enough to allow for the development of a core curriculum;
- not dictate how material is taught, but be useful in guiding the instructional process;
- be teachable, observable, and assessable, allowing for the fact that the Competency Statements may have differing levels of accessibility, some more easily assessed than others;
- be manageable given time constraints inherent in public education, while equitably representing each aspect of communication in the K-12 Standards: fundamentals, speaking, listening, and media literacy;
- be presented in a standard and consistent format, using language that is clear and understandable to teachers, parents, and students;
- be rigorous and challenging to all students' capabilities;
- reflect the belief that the acquisition of knowledge, mastery of skills, and cultivation of attitudes are developmental processes in which students show growth in learning from grades K-12.

Bloom's Taxonomy

The Competency Statements were aligned with Bloom's Taxonomy so that they would incorporate measurable verbs familiar to K-12 teachers. Competency Statements that begin with verbs located under the headings of *knowledge*, *comprehension*, *analysis*, *synthesis*, and *evaluation* are aligned with the *knowledge* component of the competency model. Competency Statements that begin with verbs located under the *application* heading correspond with the *behavior* component.

1) Knowledge: *The student recalls or recognizes information.*

define	list	name	repeat	label	memorize	recall	relate

2) Comprehension: *The student changes information into a different symbolic form of language.*

describe	explain	identify	recognize	restate	discuss	locate	report

3) Application: *The student solves a problem using the knowledge and appropriate generalization.*

apply	dramatize	offer	interpret	illustrate	demonstrate	practice	translate
cite	create	modify	use	seek	communicate	monitor	adapt
respond to	participate	adjust					

4) Analysis: *The student separates information into component parts.*

compare	debate	differentiate	question	criticize	diagram	distinguish	analyze

5) Synthesis: *The student solves a problem by putting information together that requires original, creative thought.*

arrange	compose	design	organize	propose	construct	formulate	prepare

6) Evaluation: *The student makes qualitative judgments according to set standards.*

assess	estimate	judge	predict	select	choose	evaluate	rate

Bloom's Taxonomy does not recognize the attitude dimension of competence; therefore, on-site team members and scholars familiar with the competency model generated the following verbs used under the attitude heading.

7) Attitude: *The student recognizes the worth of some knowledge or of a behavior and therefore chooses to act accordingly.*

appreciate	value	respect	advocate	is motivated	accept responsibility	show willingness

Issues

While developing the Competency Statements, several issues emerged related to diversity, clarification of terms used in the Competency Statements, conceptual structure used for the document, and the purpose of the document. Discussion of these issues follows.

The Nature of Competence. Communication competence traditionally has encompassed knowledge, behaviors, and attitudes, or what a student should know and understand, what a student should be able to do, and the extent to which a student should be motivated or favorably disposed to use their knowledge and behaviors to communicate with others. Most teachers and administrators are comfortable with the inclusion of knowledge and behaviors in a compilation of competencies or expectations for student learning. However, there is some debate about the inclusion of attitudes.

Discussion surrounding that debate relates to whether instruction can impact a student's attitudes, whether it is appropriate to try to impact attitudes, and further, whether any impact on attitudes can be measured. That debate aside, because communication scholars typically include attitudes in models of communication competence, attitudes are included in this document. Those attitudes are presented as goals to which a student might aspire. If an instructor or administrator chooses to measure or evaluate attitudes, that measurement and evaluation should make use of standardized and fully tested self-report assessment instruments. The results should not be used as the sole source for determining placement, exemption, or academic achievement of a student.

Diversity. Recognition of and respect for diversity in regard to individuals as well as cultural groups are fundamental to the effective education and preparation for life of every human being. The unprecedented mobility and increased contact of persons from diverse ethnic, cultural, national, and experiential backgrounds have created the need for greater understanding of and sensitivity to the existence and richness of such diversity. Extensive research has confirmed that lack of sufficient knowledge and understanding of social diversity contributes to the spread and maintenance of thoughts, beliefs, attitudes, and behaviors which foster an unhealthy environment for interpersonal and intercultural relations. As an essential component to their structured education and preparation for life, American children and youth need to receive accurate knowledge of diversity and need to develop the associated attitudes and behaviors during the school years, under the guidance of an appropriately trained teacher. Therefore, it is essential that Standards and Competency Statements in communication for K-12 education include specific content that addresses the issue of diversity. The competency statements in this document were developed with that fact in mind.

Clarification of Terms. As with any educational document, it is necessary for those who use it to be able to understand it. Thus, what follows is a listing and description of certain terms and phrases that might have different meanings for different readers.

The term *diversity* subsumes the following descriptors:

- cultural
- ethnic
- social
- socio-economic
- educational
- sexual preference
- age
- experiential
- gender

The term *nonverbal* subsumes the following descriptors:

- vocalics
- body language
- communication messages other than spoken messages

The terms *appropriate*, *effective*, and *ethical* are used throughout the document. Communication scholars have discussed these three concepts extensively, as they relate to communication. What follows is a discussion of how these terms are used in this and related publications.

Appropriate indicates that a communication behavior is performed within the confines of a set of expectations, guidelines, or rules, commonly agreed to by most people for the given communication situation. The communication behavior may or may not have been successful in accomplishing its goal.

Effective indicates that a communication behavior is successful in accomplishing the goals of the communicator, but it may not have been performed according to appropriate guidelines.

Ethical indicates that a communication behavior is both appropriate (respects guidelines) and effective (accomplishes goals of communicator), and that it is performed with a concern for the effect of the behavior on everyone involved. While it may be difficult to determine if such concern is taking place, some inferences can be made based on observing communication behaviors.

The terms *value*, *respect*, and *appreciate* (as well as others) are frequently used in the attitudes section of the Competency Statements, to indicate a student's willingness to exhibit a particular behavior. In no way is NCA or this document suggesting that it is the organization's place to dictate what personal values students, teachers, or administrators should hold. Instead, these terms are used to suggest that knowledge can be imparted and behaviors can be taught, but only students who value and are motivated to use the knowledge and exhibit the behaviors can be considered competent communicators.

NCA

Published by the
National Communication Association

BEST COPY AVAILABLE

ISBN: 0-944811-26-4